

# MODULE IV:

## Supporting Competent Families (The Galvez Family)



STARTING  
EARLY  
STARTING  
SMART

*Healthy Minds, Healthy  
Behaviors: Promising  
Lives Right From the Start*

## A Narrative Overview of Module IV

This session is the culminating event in the “Ordinary Miracles” training.

Upon completion of today’s work, each participant will have created at least one videotape with a family. In conducting the opening exercises and asking participants how it’s going, the trainer may hear comments like these:

- “By using the “observation and inquiry” technique, we’re helping our families solve their own problems.”
- “We do more observing now.”
- “The families are more relaxed now; the conversation just flows. “
- “It’s empowering for us. It’s bringing out our strengths too.”

The review of all course objectives is especially important today, because there is a final evaluation at the end of the session.

The new concept for the day—generativity—is introduced through a reflection exercise. It can be very effective if the trainer shares a personal experience in introducing the concept.

The Galvez family videotape provides more opportunity for practice in “observation and inquiry.” The tape also includes observable moments of *how* generativity takes place. Participants will come to understand that relationship building is a prerequisite to reaping the rewards of a mutually competent partnership. The videotape also provides the opportunity to dialog with participants about how to meet the challenges of working with families who have become highly competent in caring for their children.

A significant portion of the session is devoted to completing the “sharing” of participant-made videotapes. Participants should leave with a plan for keeping in touch with and supporting each other in the work of using videotape to nurture positive parent-child relationships.

## Module Goal:

To reflect on the challenges of working with families who have attained basic levels of competence in nurturing their own children.

## Module Objectives:

**By the end of this module, trainees will be able to**

- Discuss the concept of “generativity” as it might apply to their own experience of “mutual competence” and/or to working with families or colleagues.
- Participate in a “mutually competent” review of their videotaping work with families.

## Module Outline:

- I. Checking In and Overview .....page 4
- II. Preparation for Work: Think of a Time .....page 5
- III. Viewing I—The Galvez Family Tape .....page 6
- IV. Full Group Discussion of Viewing .....page 6
- V. Viewing II—Expert Commentary .....page 6
- VI. Viewing Homework Videos .....page 7
- VII. Training Wrapup .....page 7

Total estimated time: 3 to 3½ hours

## Training Materials:

### **Video:**

Ordinary Miracles, Tape 2, *Supporting Competent Families: The Galvez Family*

### **Slides/Overhead Transparencies:**

**Slide IV-1.** Module IV Goal and Objectives

**Slide IV-2.** Generativity

**Handouts:**

**Handout IV-1.** Module IV Goal and Objectives, page 9

**Handout IV-2.** Observation/Viewing Notes—The Galvez Family, page 10

**End of Training Evaluation (and Key), page 15**

The evaluation instrument and trainer key are at the end of the module, behind the video transcript. The instrument should be reproduced for this session.

**Equipment:**

- Newsprint, easel, and markers
- Overhead projector for transparencies or laptop computer and projector for PowerPoint Slides
- VCR and monitor (ideally 27" or larger)

## Module Procedure/Trainer Outline:

### I. Checking In and Overview

**A. Choose a session opener that sets the right tone for the group and for the session's theme of generativity.**

**B. Checking in:**

**1) Ask questions** such as:

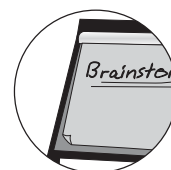
- a) How did the videotaping go with your families this week?
- b) How many parents demonstrated that they are the experts on their child's behavior?
- c) Did you have ah-ha moments?
- d) Catch a family creating an ordinary miracle?
- e) How many brought videos to share later in the session?

**2) Ask for burning issues** or questions before we start the module. (Use "Parking Lot" to defer discussion of a specific issue if appropriate.)

**B. Review and Preview:**

- 1) Use Slide I-2** (from Module I) to review the training activities for the course.
- 2) Use Slides I-3, II-1, and III-1** to review the participant learning objectives and to assess how comfortable participants are with their own achievement so far. (The evaluation of objective achievement will take place at the end of this session.)
- 3) Entertain questions** specific to any of the objectives.
- 4) Project Slides IV-1**, Module IV Training Goal and Objectives, and preview the work for this, the final course module.

## Reminders



EASEL &  
NEWSPRINT



SLIDE I-2



SLIDES I-3,  
II-1, and III-1



SLIDE IV-1

## II. Preparation for Work: Think of a Time...

### A. Facilitate Reflection Exercise:

- 1) It is helpful if the trainer shares a personal experience to set up the reflection exercise.
- 2) **Ask participants** to  
close their eyes and relax into another time and place—a time when they discovered or realized that **something they had done for or said to**
  - a friend
  - a co-worker or
  - a family member**had been useful, helpful, or had made a positive difference.** This happy discovery may have happened immediately after the “helpful” incident.
- 3) **Reflect.**  
How did you learn that you had “made a difference”?
  - a) What was happening?
  - b) Who was there?
  - c) Who initiated?
  - d) What was said or done?
  - e) How did this incident affect you?
  - f) Were trust, comfort, and mutual competence present in your relationship before this incident occurred?

Allow 3–4 minutes of silent reflection.

### B. Post-reflection Dialog:

- 1) **Process the reflection** using the same questions as in A-3 above or other appropriate probes.
- 2) **Project Slide IV-2, Generativity.**  
Could this be what we’ve been talking about?



SLIDE IV-2

### III. Viewing I—The Galvez Family Tape

#### A. Look for how generativity happens:

Ask participants to keep the generativity thoughts in mind as they view the Galvez family video. Look for how it happens—for example, who initiates?

#### B. Use Handout IV-2 for your observation notes.

#### C. Run the Galvez Family story:

Stop at the point where the experts (Victor and Sally) begin their commentary (approximately 9 minutes).

### IV. Full Group Discussion

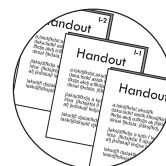
#### A. Process the observation:

- 1) Use questions on Handout IV-2 to lead a discussion of what was observed in the
  - a) Child and parent sequences,
  - b) Parent and home visitor sequences, and the
  - c) Home visitor and supervisor sequences.
- 2) What needs to be present for generativity to happen?
- 3) What does the concept of generativity mean to the work you do with families?
- 4) List some of the things we have learned in this training that will help us grow into being truly generative partners.

### V. Viewing II—Expert Commentary

#### A. Set up the last few minutes of the video:

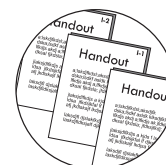
This interchange between Victor and Sally will provide a good segue to the work of sharing the participant's videos.



HANDOUT IV-2



VIDEOTAPE 2  
GALVEZ FAMILY



HANDOUT IV-2

**B. Run the tape:**

**Start where you stopped in Viewing I** and run it all the way to the end (a little more than 2 minutes).

**C. Ask for comments or reactions.**

**D. Pick up on Victor's comment. . .**

(if no one else does) about the different aspects of the work that we look for on video—

- the points at which we see “the smile,”
- the points at which a parent is picking up on a child’s “signal or cue,” or
- the point at which a parent is sharing what she has learned.

These are all important moments: “We know we have parts of what’s on the right track and we just try to do more of that.”

## VI. Viewing Homework Videos (30–60 minutes)

Pick up the same activity that was begun in Module III and facilitate the “sharing” of participant work.

Some questions you can use:

- What worked?
- What would you like to do differently next time?
- What did you like about using video with this family?

## VII. Training Wrapup

**A. Use Slide I-2 (from Module I):**

**Review the training activities and the Module Objectives** slides from all four modules to review specifically what we have learned. (Slides I-3, II-1, III-1, and IV-1).



SLIDES I-2, I-3,  
II-1, III-1, and  
IV-1



**B. Check the “Parking Lot.”**

**C. Administer the final evaluation:**

Let participants know how they will be informed of the evaluation outcome.

**D. Continue support:**

Inform participants (or plan with them) for how they can continue to support each other in using videotape to nurture strong parent-child relationships that will withstand the forces of risk.



EASEL &  
NEWSPRINT



EVALUATION  
INSTRUMENT



STARTING  
EARLY  
STARTING  
SMART

*Healthy Minds, Healthy  
Behaviors: Promising  
Lives Right From the Start*

# Module IV Training Goal

To reflect on the challenges of working with families who have attained basic levels of competence in nurturing their own children.



Healthy Minds, Healthy  
Behaviors: Promising  
Lives Right From the Start

# Module IV Objectives

*By the end of this module, participants will be able to:*

- Discuss the concept of “generativity” as it might apply to their own experience of “mutual competence” and/or working in parallel partnerships.
- Participate in a “mutually competent” review of their videotaping work with families.



Healthy Minds, Healthy  
Behaviors: Promising  
Lives Right From the Start

# Generativity

The voluntary giving back of some aspect of oneself to the other party in a relationship. For example, in a home visitor relationship, generativity occurs when

- either the home visitor or the family member acknowledges a benefit derived from their work together,
- responds with more than minimal information, or
- demonstrates the value or usefulness of something learned from the other.

Generativity is a *result* or *outcome* of mutual competence, or true partnership.

## Training Goals

### **Module IV Goal:**

To reflect on the challenges of working with families who have attained basic levels of competence in nurturing their own children.

### **Module IV – Participant Learning Objectives:**

*By the end of this module, trainees will be able to:*

- Discuss the concept of “generativity” as it might apply to their own experience of “mutual competence” and/or working in parallel partnerships.
- Participate in a “mutually competent” review of their videotaping work with families.

# Observation/Viewing Notes: The Galvez Family

## Look for What Was Working

Son & Mother

Mother & Home Visitor

Home Visitor & Supervisor

### Post-viewing reflection/discussion:

What was working here?

What were some of the indications of the mother's competence?

Did you see/feel that there was trust, comfort, and mutual competence?

Where was generativity occurring? How did it happen? Who was initiating?

**Generativity** is the voluntary giving back of some aspect of oneself to the other party in a relationship. For example, in a home visitor relationship, generativity occurs when either the home visitor or the family member acknowledges a benefit derived from their work together, responds with more than minimal information, or demonstrates the value or usefulness of something learned from the other.

Generativity is a *result* or *outcome* of mutual competence, or true partnership.

## Transcript of Galvez Family Tape:

### The Characters:

MOTHER: Javiela

CHILD: Roly Javier

HOME VISITOR: Maria

SUPERVISOR: Lynn

### I. Opens on Full Screen of Mother and Child (Son, RJ)

Playtime with toys (pronouncing “ball”); Mother talks to voice off-camera about Child’s vocabulary; interaction with doll . . . then books . . . back to doll

### II. Full screen of Mother and Home Visitor observing tape (Mother is feeding Child in her lap) (with inset of Mother and Child)

**HOME VISITOR:** (Mother has faint smile.) “Look how he holds the baby. He’s very gentle with it.” (Mother nods) Does he like books?

**MOTHER:** Yes, he likes. Every night I read the book. He has one, *Por Siempre* . . . (*I’ll Love You Forever*), every night every night. I have one, “God Made the World,” he likes that.

**HOME VISITOR:** How do you know he likes the book? How do you know if he doesn’t like the book—if you pick the book?

**MOTHER:** I have a lot of books in Spanish, like *Pinochio*, and when I read it he goes to sleep. I think it is because it’s long. When we are reading, he likes the pictures...

### III. Full screen of Lynn and Home Visitor

**LYNN:** You really got her to speak with that set of questions. Were you surprised by how much she knew, by what she said?

**HOME VISITOR:** I was. I thought she was just going to say that he just ran away or something, but she gave me a lot of information.

## IV. Full screen of Mother and Home Visitor (with inset of Mother and Child)

**MOTHER:** He's in good humor today. Sometimes he's . . . (and she makes a face with a curled under lower lip.)

**HOME VISITOR:** (on inset) Well, he's playing a lot today. Why do you think that is?

**MOTHER:** Well, he had a good night's rest last night. He didn't wake all night.

**HOME VISITOR:** (referring to inset picture) I notice he puts things in his mouth. Why do you think he does that?

**MOTHER:** First, I think he's teething, and he puts toys in his mouth because they learn by touching and putting everything in their mouth, you remember...maybe it has something tasty...

**HOME VISITOR:** ...flavors, or textures...

## V. Full screen of Home Visitor and Supervisor

**LYNN:** Three times during this video tape she's said to you, "Remember, you do this..." ...reminding you of what she knows." How is it different to work with a Mom who is as competent as she is from one who needs much more support?

**HOME VISITOR:** Well, it's challenging to work with very competent moms. I know that she loves to read. Everything I bring to her, she reads it. So that's one of the things I do. It's challenging to work with moms who are very competent.

**LYNN:** What have you found works best for her, bringing things to read and what else?

**HOME VISITOR:** Talking about that next time. If I leave a pamphlet one week, we talk about it next time. Probably that is what she's telling me, "Remember the pamphlet you brought me?"



**LYNN:** And how does that feel for you when she's reminding you of what you talked about?

**HOME VISITOR:** It makes me feel good, because I know that she is learning and she's putting it into practice with her baby. So that makes me feel good.

**LYNN:** So when you see how competent she is and you think about the part you had in that, then you recognize where you're competent. . . . At one point you had asked her about the baby biting on the ball, and why does she think he does that. What were you looking for there?

**HOME VISITOR:** I was looking to see if she knew what was going on with his development.

**LYNN:** And did you get what you wanted?

**HOME VISITOR:** Yes, she knew that it was either teething or it was the way the baby learns.

**LYNN:** So you knew that asking the question like that was a way to get more information, so you didn't have to tell her anything first. You found out what she already knew. It was effective.

**HOME VISITOR:** It was effective, yeah.

## VI. Full screen of Victor and Sally

**SALLY:** Working with a very competent family is still a challenge for home visitors. Until you develop the kind of skills that Maria has here, there's this sense that "I don't have anything to offer. If I can't tell you a better way to be with your child, then why am I here?"

**VICTOR:** If there isn't something to overcome together, then why am I here?

**SALLY:** Right. One of the things that Maria does in this home visit—this is a very competent parent—we can see the joy she takes in seeing the baby. But if you're sitting right next to her [the mom] and you're the home visitor, that's harder to see. Maria is working much harder than she looks like she is at being able to bring it back to, "Tell me how you know? What do you see? What do you find the most joy in?" It's not a naturally easy thing to do.

**VICTOR:** One of the things I'm always worried about is that the theory presents this kind of ideal picture, and the ideal is something you go after. What I really like and I have found useful when we talk about re-phrasing or re-framing is putting stuff [observed behaviors] in a developmental context and having some sense of the progress of the work. It's not even that you have to go forward, but this is one element of it: Look, when she smiles, this is part of it. Oh, he's thinking about the baby's signals, that's another part of it. When she shares with you what she's learned, that's another part of it. You don't necessarily have to have them all, and the families and the home visitors don't have to be at the same high level of development if you can see elements of all these pieces in these tapes then we know we have parts of what's on the right track and we just try to do more of that.

## VII. A Final Word

**SALLY:** Lastly, there are questions that we can ask that draw parents attention to what they know about their baby. Often, that question all by itself is enough to bring the parent's attention to "Oh you know what, my baby does this, or my baby does that."

**VICTOR:** (nodding) Let them think about it themselves so they can choose how they want to raise their kids. Our goal is not to have parents parent like we would, because this is *their* family, but that they have all the information and knowledge about what people know and what their baby is telling them so they can make the best choice they can.

**SALLY:** What does this parent and this baby need to work the best?

## End of Training Evaluation

- 1) The **BEST** motto for families, home visitors, and supervisors who are involved in “working” the parallel process: *(circle one)*
  - a) Do unto others as you would have others do unto you.
  - b) Do unto others as you would have others do unto others.
  - c) Do unto others as others do unto you.
- 2) The example that is **NOT** a strength-based strategy for home visitors to use in supporting parent-child relationships: *(circle one)*
  - a) Looking for and pointing out specific examples of what is working between parent and child.
  - b) Looking for problems that the home visitor can help the parent fix.
  - c) Asking positive questions, which are intended to create reflection on the part of the parent.
- 3) The description that **BEST** describes a mutually competent, parallel *partnership* in home visiting: *(circle one)*
  - a) Mother works with her child; in turn the home visitor works with the mother; and again in turn, the supervisor works with the home visitor.
  - b) Mother and child enjoy their time together; the mother and home visitor freely exchange ideas and insights; the home visitor and supervisors approach the review of what’s happening with the family as colleagues.
  - c) Supervisor directs the work of the home visitor, the home visitor gives sound advice to the parent, and the parent disciplines the child appropriately.
- 4) Which is the **LEAST** effective way to review a home video? *(circle one)*
  - a) Look for the smiles.
  - b) Follow the child.
  - c) Watch for common mistakes.

5) Which are items that **PROMOTE** mutual competence?

*(circle all that apply)*

- a) An atmosphere for sharing
- b) Listening—really listening (suspending judgement. . .try to learn more)
- c) Helping the home visitor discover, for herself, some of the different ways or options she has to approach a situation

6) Which of the statements below is **NOT** an example of “generativity”? *(circle one)*

- a) A parent tells the home visitor about her success in using an idea they had previously discussed.
- b) When the home visitor asks how things have been going with the baby, the parent just shrugs her shoulders and changes the subject.
- c) A home visitor tells a parent something she has learned about parenting from watching her work with her baby.

7) Which is **NOT** a strength-based technique for handling a “less than perfect” situation? *(circle one)*

- a) Explain firmly and patiently that you really disapprove of the way she talks to her baby.
- b) Listen respectfully and try to refocus the issue on how the child is affected. “I noticed that he became frustrated when. . .”
- c) “Things seem to be going better. Can you tell me what just happened?”

8) Which is **NOT** a purpose for using videotape in home visiting? *(circle one)*

- a) Fun, joy, and delight
- b) To see, together, what is working and to discuss it
- c) To look for and correct parent mistakes
- d) To explore the parent’s concerns

**9) Use the rating scale below and circle a number for each item to show how well prepared you feel that you are to use videotape with families:**

- Rating Scale:**
- 1) not prepared to**
  - 2) somewhat prepared to**
  - 3) moderately well prepared to**
  - 4) adequately prepared to**
  - 5) fully prepared to**

Use the video camera	1	2	3	4	5
Explain to the family why we use videotape	1	2	3	4	5
Establish nurturing relationships	1	2	3	4	5
Review the videos (with the parent or home visitor)	1	2	3	4	5
Use "inquiry and observation"	1	2	3	4	5
Use strength-based techniques	1	2	3	4	5
Observe and capture "ordinary miracles" on tape	1	2	3	4	5

## Trainer Key

### for End of Training Evaluation

- Question 1)     b
- Question 2)     b
- Question 3)     b
- Question 4)     c
- Question 5)     a, b, and c (score 10 points for each correct response)
- Question 6)     b
- Question 7)     a
- Question 8)     c

*Score 10 points for each correct answer to questions 1 through 8.*

*Total possible: 100 points*

The response to Question 9 provides an idea of the participants' self-perceived readiness for the work.

## Starting Early Starting Smart Sites and Contact Information

Study Site	Principal Investigator	Project Director	Local Researcher	Contact Information
<b>Data Coordinating Centers</b>				
<b>EMT Associates, Inc.</b> Folsom, CA	Joël Phillips, B.A.	J. Fred Springer, Ph.D.	J. Fred Springer, Ph.D. Elizabeth Sale, Ph.D.	esale@emt.org
<b>Policy Research, Inc.</b> Bethesda, MD	Irene Jillson, Ph.D.	Irene Jillson, Ph.D.	Irene Jillson, Ph.D.	irene@policy-research.org
<b>Primary Care Sites</b>				
<b>Boston Medical Center</b> Boston, MA	Carolyn Seval, R.N., M.P.H., L.M.H.C.	Ruth Rose-Jacobs, Sc.D.	Ruth Rose-Jacobs, Sc.D.	rrosejac@bu.edu
<b>The Casey Family Partners</b> Spokane, WA	Christopher Blodgett, Ph.D.	Mary Ann Murphy, M.S.	Christopher Blodgett, Ph.D.	murphyM@inhs.org
<b>The University of Miami</b> Miami, FL	Connie E. Morrow, Ph.D.	K. Lori Hanson, Ph.D.	Emmalee S. Bandstra, M.D. April L. Vogel, Ph.D.	Lhanson@med.miami.edu
<b>The University of Missouri</b> Columbia, MO	Carol J. Evans, Ph.D.	Robyn Boustead, M.P.A.	Carol J. Evans, Ph.D.	mzBousR@mail.dmh.state.mo.us
<b>The University of New Mexico</b> Albuquerque, NM	Andrew Hsi, M.D., M.P.H.	Bebeann Bouchard, M. Ed.	Richard Boyle, Ph.D.	bbouchard@salud.unm.edu
<b>Early Childhood Sites</b>				
<b>Asian American Recovery Services, Inc.</b> San Francisco, CA	Davis Y. Ja, Ph.D.	Davis Y. Ja, Ph.D.	Davis Y. Ja, Ph.D.	dja@compuserve.com
<b>Child Development, Inc.</b> Russellville, AR	JoAnne Williams, M.Ed.	Carol Amundson Lee, M.A., L.P.C.	Mark C. Edwards, Ph. D. LeAnne Whiteside- Mansell, Ed.D.	clee@childdevinc.org
<b>Children's National Medical Center</b> Washington, DC	Jill G. Joseph, M.D., Ph.D.	Amy Lewin, Psy. D.	Amy Lewin, Psy.D.	alewin@cnmc.oeg
<b>Johns Hopkins University</b> Baltimore, MD	Philip J. Leaf, Ph.D.	Jocelyn Turner-Musa, Ph.D.	Philip J. Leaf, Ph.D.	pleaf@jhsph.edu
<b>Division of Child and Family Services</b> Las Vegas, NV	Christa R. Peterson, Ph.D.	Laurel L. Swetnam, M.A., M.S.	Margaret P. Freese, Ph. D., M.P.H.	mpfreese@dcfs.state.nv.us
<b>The Tulalip Tribes</b> Beda?chel Marysville, WA	Linda L. Jones, B.A.	Linda L. Jones, B.A. Tamara Williams	Claudia Long, Ph.D.	Tamaralynn54@hotmail.com
<b>The Women's Treatment Center</b> Chicago, IL	Jewell Oates, Ph.D.	Dianne Stansberry, B.A., C.S.A.D.P.	Victor J. Bernstein, Ph.D.	vbernste@midway.uchicago.edu